



SWIFT is a national center whose mission is to help educators provide the kind of academic and behavioral support that will result in excellence in education for all students, including those with the need for specialized resources and support.

The SWIFT technical assistance system engages the whole school community in ways designed to positively transform learning outcomes for all students. It combines the strengths of general and specialized educators by supporting them in working collaboratively when teaching the grade level curriculum.

## SWIFT GOALS

- Structure collaboration among all educators to create a comprehensive continuum of supports and services designed to maximize successful learning for all students.
- Implement a three-tiered model of increasing intensity of instruction for all students that shapes and sustains positive behaviors, and social development and academic gains that are key to the learning progress.
- Capitalize on the strengths of the whole school community including security guards, paraprofessionals, support staff, etc. by engaging them in the system-wide community of educational practice.
- Develop statewide networks of districts and schools to sustain and scale up school-wide transformation within participating schools and their districts, and extending to other schools and districts within the state.
- Establish a SWIFT Center Dashboard as a tool the community of the school and its district can use in each case to make data-driven decisions and monitor the success of specific interventions.
- Provide a state of the art web communication system and knowledge bank of resources that will allow for educators to have easy access to the tools they need to support their work. Visit us at [www.swiftschools.org](http://www.swiftschools.org).



## **What were the desired changes on a national scale that led to the creation of the Schoolwide Integrated Framework for Transformation (SWIFT)?**

- Maximize coordination and collaboration among student supports and increase family engagement.
- Get all students engaged in the grade level, teaching-learning process.
- Shape and support positive behaviors that result in learning.
- Make it easy for educators to get access to the resources and knowledge that will support them in attaining their students' learning goals.

## **What is SWIFT?**

- It is a national center whose mission is to help educators in providing the kind of academic and behavioral support that will result in excellence in education for all students, including those with specialized support needs.
- The SWIFT process capitalizes on engaging the whole school community in ways that will positively transform the learning outcomes for all students.
- SWIFT is designed to combine the strengths of regular and specialized educators (i.e., special education, English Language Learners, etc.) by supporting them in working in concert with one another when teaching the grade level curriculum. Together, teachers can better meet the unique learning needs of all students.

## **What are the goals of SWIFT?**

- Structure collaboration among all educators to create a comprehensive continuum of supports and services designed to maximize successful learning for all students.
- Implement a three-tiered model of increasing intensity of instruction for all students that shapes and sustains positive behaviors and academic gains that are key to the learning progress.
- Capitalize on the strengths of the whole school community including security

guards, paraprofessionals, support staff, etc. by engaging them in the system-wide community of educational practice.

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- Establish a SWIFT Center Dashboard as a tool the school community and its district can use to make data-driven decisions and monitor the success of their interventions.
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## **Who is involved in SWIFT?**

This award received from the Office of Special Education Programs at the U.S. Department of Education, offers us the ability to collaborate nationally in unprecedented ways.

At the University of Kansas:

- 1) The SWIFT Center is housed at the Beach Center on Disability
- 2) The Center for Research on Learning
- 3) The Department of Special Education
- 4) The Life Span Institute

National Partners:

- 1) The University of Oregon
- 2) The University of New Hampshire
- 3) The University of North Carolina
- 4) The University of South Florida
- 5) Arizona State University
- 6) Louisiana Technical University
- 7) The Council of Chief State School Officers
- 8) The National Association of State Directors of Special Education
- 9) TASH, the Institute for Educational Leadership
- 10) Maryland Coalition for Inclusive Education
- 11) Clickfarm Interactive



## WHAT DOES A SWIFT SCHOOL LOOK LIKE?

Administrative Leadership		
1	A strong and engaged site leadership that is committed to SWIFT processes	<ul style="list-style-type: none"> <li>Principal serves as an instructional leader and is visible in the building to all staff.</li> <li>Principal strives to create a safe environment that supports open, reciprocal communication and an exchange of ideas among staff.</li> <li>Principal and Leadership Team (LT), that include teacher leaders and other key personnel, support and promote school-wide focus on SWIFT systems and practices.</li> <li>Principal and LT distribute leadership functions by empowering school teams and coaches relying on data to problem solve, design, and implement SWIFT systems and practices.</li> </ul>
2	A strong teacher-support system.	<ul style="list-style-type: none"> <li>Principal and LT ensure a structured system of instructional coaching and constructive feedback as a means to help teachers be successful.</li> <li>Principal and LT ensure professional development based on needs identified through data or teacher request and is provided for teachers, grade-level teams, and common groups of personnel and/or whole school.</li> <li>Approach to teacher evaluation is supportive, geared to knowledge and skill building rather than punitive and threatening.</li> </ul>
Multi-Tiered Systems of Support		
3	Evidence based academic instruction delivered with fidelity at all three tiers	<ul style="list-style-type: none"> <li>General and support teachers' work together using a teaming process to provide and monitor academic interventions in a timely manner across all three tiers.</li> <li>School uses universal screening tools to accurately identify students at risk of poor learning outcomes.</li> <li>School ensures ongoing and frequent progress monitoring with reliable and valid benchmark assessments, curriculum-based measures, and grade-level annual assessments to measure student's response to instruction.</li> <li>School uses teaching and learning strategies based on an evidence-based core curriculum (Tier I) for both math and reading.</li> <li>The school has evidence-based targeted (Tier II) interventions that supplement core instruction in place for all grade levels in both reading and math.</li> <li>The school has evidence-based intensive (Tier III) interventions that supplement core instruction in place for all grade levels in both reading and math.</li> <li>The school provides multi-level instruction through the use of differentiation and flexible grouping.</li> <li>Curriculum and interventions at all three tiers are taught with fidelity.</li> <li>School uses Universal Design for Learning (UDL) strategies as evidenced by students regularly being offered options for the way they express their understanding.</li> <li>3.10 - School uses UDL as evidenced by the presence of technology in the school/classrooms that allows students multiple means of expression and teaching.</li> </ul>

<p>4 Evidence based academic instruction delivered with fidelity at all three tiers.</p>	<ul style="list-style-type: none"> <li>▪ General and support teachers' work together using a teaming process to provide and monitor behavior interventions in a timely manner.</li> <li>▪ School uses universal screening tools to accurately identify students at risk of poor social outcomes.</li> <li>▪ School uses universal (Tier I) Positive Behavior Intervention and Support (PBIS) strategies.</li> <li>▪ The school has evidence-based (Tier II) strategic interventions for behavior support.</li> <li>▪ The school has evidence-based (Tier III) intensive, individualized interventions in place for behavior support.</li> <li>▪ School uses effective bully prevention practices.</li> <li>▪ School uses effective culturally responsive practices.</li> <li>▪ Procedures are in place to monitor the fidelity of implementation of behavior instruction at all three tiers.</li> </ul>
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### Inclusive Educational Framework

<p>5 A fully integrated organizational structure.</p>	<ul style="list-style-type: none"> <li>▪ School's organizational structure discourages formation of conceptual and practical silos as evidenced by arrangements that integrate all school functions.</li> <li>▪ All students, including students with IEP's and English Language Learners (ELL) participate in Tier I academic instruction and other activities of their grade level peers.</li> <li>▪ School supports non-categorical service delivery through language, policy, personnel and building structures.</li> <li>▪ School provides structures and strategies to promote peer-assisted instruction for students with IEP's and ELL.</li> <li>▪ Para educators' responsibilities in the school are designed to support all students as well as to facilitate targeted students access to the curriculum and social participation with typical peers in classroom and school environments.</li> <li>▪ All students are considered general education students and the school uses collaborative instruction at all grades and levels of intervention.</li> <li>▪ LT ensures the use of an established school-wide data driven decision-making process to identify problems and design, monitor, and evaluate interventions.</li> </ul>
<p>6 A community of practice that includes all school personnel.</p>	<ul style="list-style-type: none"> <li>▪ Instructional and other personnel (i.e., security guards, paraprofessionals, psychologists, administrative assistants) participate in the teaching/learning process and are considered to be responsible for student academic and social outcomes.</li> <li>▪ A community of practice exists that promotes commitment to resolve problems, contributions by staff from their experiences and alignment of ideas to a improve classroom and school practices.</li> </ul>
<p>7 A professional learning community (PLC) of teachers.</p>	<ul style="list-style-type: none"> <li>▪ Rigorous and reliable teaming processes (e.g. grade level, teacher leaders) are used for groups of teachers to collaborate on the ongoing exploration of student learning and are focused on results.</li> <li>▪ PLC's quickly identify students who need additional instructional time and support and plans are based on intervention rather than remediation.</li> </ul>

### Family, Community Engagement and Partnerships

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| 8 Family, Community Engagement and Partnerships | <ul style="list-style-type: none"> <li>▪ Collaboration with community organizations and members to strengthen school programs and student learning.</li> <li>▪ The school has strategies in place to benefit from community volunteers to support school and student needs.</li> <li>▪ Family members are school-leadership partners and work to link families and their communities together in meaningful ways.</li> <li>▪ Families have the genuine opportunity to provide systematic feedback on school processes as well as enrichment activities that could help them achieve family goals and improve student outcomes. Family members are school-leadership partners and work to link families and their communities together in meaningful ways.</li> <li>▪ Families and professional develop trusting partnerships fostered by engaging in reciprocal communication, exchanging knowledge and creating shared goals to be promoted in school and home environments.</li> <li>▪ Families have genuine opportunities to support and be engaged in the school and their children's education.</li> </ul> |
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### Inclusive Policy Structure and Practice – School & Local Education Agency

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| 9 A strong supportive relationship between the school and Local Education Agency (LEA) office | <ul style="list-style-type: none"> <li>▪ LEA responds to school requests for targeted professional development.</li> <li>▪ LEA treats school leadership personnel with dignity and respect.</li> <li>▪ LEA actively supports the school to implement SWIFT transformational practices.</li> </ul>   |
| 10 The LEA has a framework to align federal, state, district and school-level policies.       | <ul style="list-style-type: none"> <li>▪ The LEA policy framework removes barriers to the implementation of the SWIFT theory of change by applying active processes.</li> <li>▪ The framework includes the use of common core standards, assessment, and curricula</li> <li>▪ Successful interventions are extended to other schools in the district through support teams.</li> <li>▪ LEA has an active means of ensuring sustainability of SWIFT transformational efforts.</li> <li>▪ LEA has a regularly updated action plan for upgrading its capacity to scale up evidence-based, innovative practices throughout the district.</li> </ul> |